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# 4E

## Action

### *Educator Preparation Committee*

#### **Initial Institutional Approval – Stage II: Eligibility Requirements for Burton School District**

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**Executive Summary:** This agenda item presents, as part of the Initial Institutional Approval process, Burton School District's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

**Recommended Action:** That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

**Presenters:** Lynette Roby, Consultant, and Cheryl Hickey, Administrator, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

April 2017

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## Initial Institutional Approval – Stage II: Eligibility Requirements for Burton School District

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### Introduction

As part of the Initial Institutional Approval process, a prospective program sponsor, Burton School District has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Approval of Stage II allows an institution to move forward to Stage III which is to submit Common Standards and preconditions for review. Approval of Stage II does not authorize the institution to offer an educator preparation program that leads to a credential or license.

### Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page. The 12 Criteria and the Factors to Consider are provided in the Appendix.

This agenda item presents for consideration one school district seeking to become a program sponsor.

### Burton School District

Burton School District seeks initial institutional approval in order to offer a teacher induction program. A summary of Burton School District's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the tables below. (The full response from Burton School District can be found in this [Attachment](#).) Criteria 1 through 9 has been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration. Appendix A includes the eligibility requirement criteria, required information for each of the criteria and factors to consider for Criteria 10 through 12 as an institution prepares its response.

## Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p><b>Staff Determination</b> If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p><b>Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Eligibility</li> <li>2) Grant Eligibility with specific topics to be addressed in Stage III</li> <li>3) Require resubmission with additional information</li> <li>4) Deny Eligibility</li> </ol>	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p><b>a) Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Provisional Approval</li> <li>2) Deny Provisional Approval</li> </ol> <p><b>b) Committee on Accreditation Decision</b></p> <ol style="list-style-type: none"> <li>1) Approve Program(s)</li> <li>2) Deny Approval</li> </ol>	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p><b>Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Full Approval</li> <li>2) Retain Provisional Approval with additional requirements</li> <li>3) Deny Approval</li> </ol>	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p><b>Committee on Accreditation Decision</b> Monitors through the accreditation system</p>

**Burton Elementary School District**  
**Criterion 1 through 9**

*In accordance with the Commission adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9 as follows includes a staff review and recommendation.*

Criterion	Staff Recommendation	Burton Elementary School District Response
Criterion 1: Responsibility and Authority	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• The Executive Director of Human Resources will have ongoing oversight of all educator preparation programs and will report directly to the Superintendent.</li> <li>• The New Teacher Support and Development Coordinator will oversee and facilitate the day-to-day coordination of teacher preparation programs.</li> <li>• There are two organizational charts provided – one for the district and one for New Teacher Support and Development both showing clear lines of authority.</li> <li>• Burton School District assures that duties regarding the responsibility of credential recommendations will be performed exclusively by employees of the school district. Currently, the employees include the Executive Director of Human Resources, the Coordinator of New Teacher Support and Development, and the credential analyst.</li> <li>• Burton School District assures that those individuals responsible for credential recommendations will take part in Commission training.</li> </ul>
Criterion 2: Lawful Practices	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• A non-discrimination policy has been provided for employees/staff.</li> <li>• A non-discrimination policy has been provided for candidates.</li> <li>• The non-discrimination policies, that now include specific reference to candidates, have been reviewed by the Burton School District board. No changes were recommended and the policies will receive approval at the April 2017 board meeting.</li> <li>• Both non-discrimination policies will be provided on the induction website as well as in the candidate handbook. The candidate handbook will be created and included on the induction website.</li> </ul>

Criterion	Staff Recommendation	Burton Elementary School District Response
Criterion 3: Commission Assurances and Compliance	<b>Aligned</b>	<p>Burton School has provided assurances for each of the following:</p> <ul style="list-style-type: none"> <li>a) Will comply will all preconditions</li> <li>b) Will submit all data reports and accreditation documents</li> <li>c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff</li> <li>d) Will participate fully in the Commission’s accreditation system and submission timelines</li> <li>e) In the event the program closes, will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program</li> </ul>
Criterion 4: Requests for Data	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• Burton School District’s Coordinator is identified as the qualified officer responsible for reporting and responding to all requests from the Commission for data within the specified timeframes.</li> </ul>
Criterion 5: Grievance Process	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• Burton School has provided a detailed four-level grievance process.</li> <li>• The grievance process will be included on the induction website and in the handbook that is currently being developed.</li> <li>• Upon receipt of the grievance policy, candidates will be asked to sign a candidate memorandum of understanding stating that they have received and reviewed the handbook and the grievance process.</li> </ul>
Criterion 6: Communication and Information	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• Burton School District’s teacher induction webpage will be accessible to the public. A draft of the website is provided and includes basic information about the institution’s program and requirements. The website will host the program handbook, admissions policy, grievance policy, program calendars, contact information, links to learning management system, links to partner organizations, facility maps, mission and vision, organization chart, etc.</li> </ul>

Criterion	Staff Recommendation	Burton Elementary School District Response
		<ul style="list-style-type: none"> <li>Burton School District assures that it will make public information about the program through the program handbook, the program brochure, and on the induction program website.</li> </ul>
Criterion 7: Student Records Management, Access and Security	<b>Aligned</b>	<ul style="list-style-type: none"> <li>Candidates will have access to their records through the New Teacher Support and Development (NTSD)/Human Resources Department and online document management system.</li> <li>Burton School District will maintain paper copies of records in a secure filing cabinet and digital records will be kept on a district server in the district office.</li> <li>Both paper and online documents will be kept secure. Digital records will require secure, private logins.</li> </ul>
Criterion 8: Disclosure	<b>Aligned</b>	<ul style="list-style-type: none"> <li>Burton School District plans to use both online and in-person training and instructional delivery.</li> <li>The induction program will be offered at the district training facility and at nine school sites within Burton School District.</li> <li>Burton School District will partner with Tulare County Office of Education, Fresno Pacific University, and outside experts to provide professional learning in the areas of technology, English Language Development, classroom management, curriculum, and best practices.</li> </ul>
Criterion 9: Veracity in all Claims and Documentation Submitted	<b>Aligned</b>	<ul style="list-style-type: none"> <li>A letter signed by Burton School District Superintendent has been submitted attesting to the veracity of all statements and documentation submitted to the Commission; the letter also attests to an understanding that a lack of veracity is a cause for denial of initial institutional accreditation.</li> </ul>

### Criterion 10, 11 and 12

*In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution's submission, but do not include a staff recommendation.*

Criterion	Summary of Burton Elementary School District Responses
Criterion 10: Mission and Vision	<p>As a new program sponsor, Burton School District plans to offer a general education induction program. Both the Mission and Vision statements have been provided and will be posted on the induction program website, in the induction handbook, and in promotional materials. Burton School District attests to the fact that the induction program will be based on California's TK-12 standards and frameworks. Reference to the California TK-12 standards and frameworks is mentioned in both Burton School District's Mission and Vision statements. As stated in the mission, Burton School District will "equip candidates to teach the adopted CA TK-12 standards and frameworks." Burton School District is also aware of the need to serve all students and has stated this as a core value in their mission statement. The mission statement asserts that Burton School District will develop candidates to "seek to reach their diverse students with the intention of meeting the health, ethnic, racial, socioeconomic, linguistic and learning needs of each student; success for all."</p> <p>The foundation of Burton School District's program is based on the belief that the primary purpose of the teacher induction program is to guide candidates through job-embedded mentoring and to empower them to "help all students reach their maximum capacity to master the TK-12 standards and frameworks." Based on research, Burton School District plans to provide professional learning by focusing "on small, manageable chunks" throughout the induction program. Additionally, Burton School District plans to provide mentoring/coaching training. By providing job-embedded mentoring and personalized professional learning opportunities, Burton School District hopes to minimize teacher shortage and attrition. (<a href="http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-4E-attachment.pdf">http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-4E-attachment.pdf</a>, page 12.)</p>
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation	<p>Burton School District has been a member of Tulare County Office of Education's Teacher Induction Program through which candidates have been receiving their credentials. Burton School District currently supplements Tulare COE's mentor and candidate training with its own professional development in support of the Burton School District initiatives.</p> <p>During 2011-12, Burton School District was approved and implemented AB 430: Administrative Training Program (Tier 2). Additionally, Burton School District was approved in 2007 for SB 472 and their teachers analyzed effective literacy</p>

Criterion	Summary of Burton Elementary School District Responses
	<p>teaching strategies with 100% of the K-6 educators in their six elementary schools completing the program.</p> <p>Burton School District will operate only in California and has fostered positive relationships with Tulare County Office of Education and Fresno Pacific University.</p> <p>Staff researched available information about Burton School District relevant to the application and found nothing further. The third party notification has been provided on the Burton School District website. To date, one comment has been received from a third year teacher in the Burton School District. This teacher expressed appreciation of the support provided by Burton School District during the first years of teaching. (<a href="http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-4E-attachment.pdf">http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-4E-attachment.pdf</a>, page 16.)</p>
<p>Criterion 12: Capacity and Resources</p>	<p>Burton School District has provided the June 30, 2016 audited budget as well as a proposed operation budget for the program. The instructional and support personnel will be veteran, tenured, and retired teachers who will serve as part-time mentors. Professional learning will occur primarily in the training rooms located at nine Burton School District schools as well as at the district office. Additionally, a digital platform will be used by both candidates and mentors.</p> <p>Fieldwork opportunities will be provided at Burton School District sites. Candidates will also have at least four observations a year, and additional professional development opportunities will be provided through a partnership with Fresno Pacific University.</p> <p>In the event that Burton School District must close their program, they will enroll all candidates (first year, second year, and Early Completion Option) in the Tulare County Office of Education consortium. An agreement between Burton School District and Tulare County Office of Education is provided. (<a href="http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-4E-attachment.pdf">http://www.ctc.ca.gov/commission/agendas/2017-04/2017-04-4E-attachment.pdf</a>, page 18.)</p>

### Staff Recommendation

Staff recommends that the Commission consider the response to Eligibility Requirements submitted by Burton School District and take one of the following possible actions for the institution:

- 1) Grant Eligibility;
- 2) Grant Eligibility with specific topics to be addressed in Stage III;
- 3) Require Resubmission with additional information; or
- 4) Deny Eligibility.



If approved by the Commission, Burton School District will be allowed to move forward to Stage III (submission of Common Standards and Preconditions for review). Approval of Stage II will not authorize Burton School District to offer an educator preparation program that leads to a credential.

**Next Steps**

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.

**Appendix A**  
**Criterion 10, 11 and 12**  
**Eligibility Requirement, Required Information, and Factors to Consider**

Eligibility Requirement	Required Information	Factors to Consider
<b>Criterion 10: Mission and Vision</b>		
<p>An institution's mission and vision for educator preparation is consistent with California's approach to educator preparation.</p> <p>* A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission's adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution's philosophy and approach about educator preparation is consistent with California's.</p>	<p>a) Statement of the institution's mission and vision for Educator Preparation.</p> <p>b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.</p> <p>c) Information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students.</p> <p>d) Information that demonstrates the institution's commitment to preparing candidates to work effectively with the full range of California TK-12 students.</p> <p>e) Statement that includes which educator preparation program(s) the institution will seek to offer.</p> <p>f) Information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation.*</p> <p>g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.</p>	<p>a) To what extent did the institution provide a clear mission and vision for educator preparation programs that the institution seeks to offer to prospective California candidates?</p> <p>b) To what extent did the institution confirm that the mission and vision will be published on the website and in institutional documents provided to candidates?</p> <p>c) To what extent does the information about the institution's mission and vision demonstrate the institution's commitment to California's adopted state standards and frameworks for TK-12 students?</p> <p>d) To what extent does the information about the institution's mission and vision demonstrate the institution's commitment to the health and success of all students?</p> <p>f) To what extent does the information provided about the proposed program design indicate that sufficient attention will be paid to both the theoretical foundations of teaching and learning and effective professional practice?</p>

## Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.	
<b>Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation</b>		
<p>Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC staff will research available information about the institution relevant to the application for initial institutional approval.</p> <p>Institutions must submit:</p> <p>Proof of third party notification enlisting comments to be sent to: <a href="mailto:Input@ctc.ca.gov">Input@ctc.ca.gov</a></p>	<p>a) History related to its prior experience preparing, training and supporting educators within California or in other states.</p> <p>b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations.</p> <p>c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.</p> <p>d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution's programs and number who have completed program (taking into account the length of time of the program design).</p> <p>e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools.</p> <p>f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.</p>	<p>a) Is there information that the institution has prior experience successfully preparing, training, and/or supporting educators or partnering with institutions that prepare educators?</p> <p>b) To what extent did the institution provide a complete and accurate list of all the states and/or counties in which it is operating an educator preparation program?</p> <p>c) Is there sufficient information that the entity is operating in good standing in other jurisdictions where it is/has sponsored educator preparation or other related work?</p> <p>d) To what extent does the data provided regarding completion indicate that most candidates are able to successfully complete the program in a timely manner?</p> <p>e) To what extent does the data provided indicate that candidates that complete the institution's programs are likely to be employed as educators?</p> <p>f) To what extent does the institution have either a positive history of working collaboratively with local educational partners and/or information that it will work collaboratively with local educational partners (for instance, TK-12 institutions working with feeder IHE programs or IHE programs working collaboratively with TK-12 employers)</p>

## Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.	g) To what extent does the information provided indicate that candidates are satisfied with the institution and with the services they receive?
<b>Criterion 12: Capacity and Resources</b>		
An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).	a) Copy of the most recent audited budget for the institution. b) A proposed operational budget for the educational unit. c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to: <ol style="list-style-type: none"> <li>1) The number and type of faculty (full time faculty, pt. time adjunct, etc.) and/or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation.</li> <li>2) The criteria or minimum qualifications for each of the positions listed above.</li> <li>3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California?</li> </ol> d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the	a) To what extent did the institution provide information from a recent audit that indicates that the institution is economically stable? b) Does the information provided indicate that that the institution will provide adequate resources to operate effective educator preparation programs in the first 2-3 years of the program? c) Does the information provided indicate that the leadership, instructional personnel and support staff are capable of maintaining and delivering an effective educator preparation program. d) To what extent did the institution provide clear information about which educational services would be located outside of California? And does the plan indicate

## Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	<p>educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.</p> <p>e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.</p> <p>f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.</p> <p>g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</p>	<p>that prospective California candidates would be well served by the plan?</p> <p>To what extent did the institution provide sufficient information to indicate that if any of the instructional services will be delivered from outside of California, that these services will meet the needs of prospective California candidates?</p> <p>e) To what extent did the institution provide information that demonstrates that it is working collaboratively with TK-12 schools to ensure appropriate fieldwork experiences for candidates?</p> <p>f) To what extent did the institution provide information that there will be sufficient facilities and/or effective digital learning platforms for candidates?</p> <p>g) To what extent did the institution provide a Teach Out plan that identifies, at least broadly what actions would be taken to ensure that the interest of enrolled candidates will be sufficiently addressed in the event of program and/or institution closure?</p>